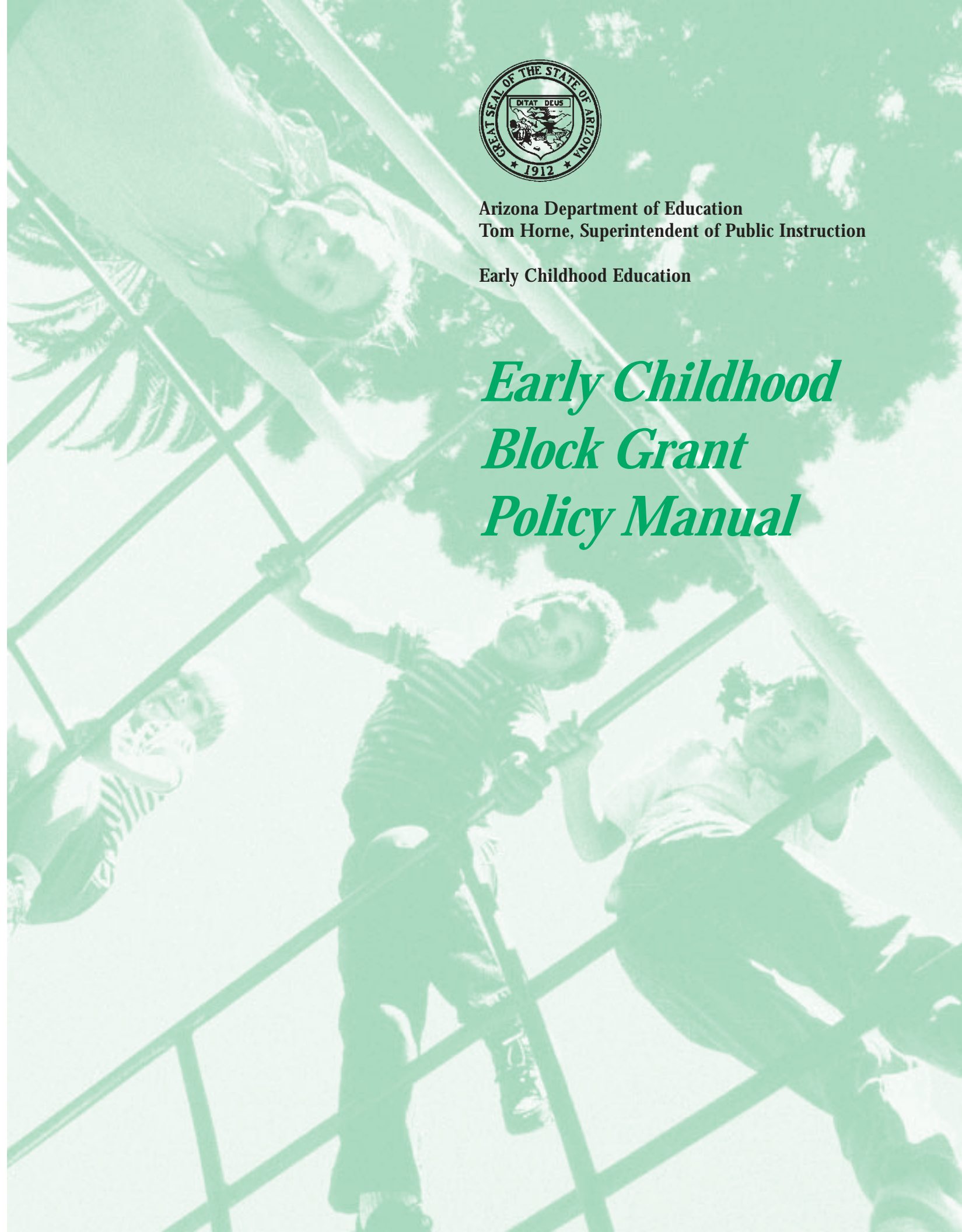


Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Early Childhood Education

Early Childhood Block Grant Policy Manual



Arizona Department of Education

Early Childhood Education



Early Childhood Block Grant Policy Manual



**Arizona Department of Education
Tom Horne, Superintendent of Public Instruction**

The Arizona Department of Education does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602)542-3186.

February 2006

TABLE OF CONTENTS

A. OVERVIEW	1
Inclusion	1
ECBG Fund Allocation	2
B. PRESCHOOL PROGRAMS	3
Collaboration	3
Preschool Student Eligibility	3
Program Hours and Attendance Policy	4
Transition to Kindergarten	4
Licensing and Accreditation	4
National Accreditation Organizations	6
Contracting with Federally Funded and Private Childcare Providers	7
Parent Choice Notification	8
Contracts	8
C. FULL-DAY K AND K-3	10
D. PROGRAM OPERATION	11
Allocations	11
Application Process	11
Application Instructions	11
Mid-year Re-allocation	12
Amendments	12
Completion Report	13
Record Retention	13
Budget Requirements	13
Allowable Expenditures	14
Comprehensive Services	14
Direct Services to Individual Children	15
Enrichment	15
Staff Development and Retention	15

E. CURRICULUM	16
Child Outcomes	16
Curriculum	16
Early Childhood Certification and Endorsement	17
F. EARLY CHILDHOOD QUALITY IMPROVEMENT PRACTICES (ECQUIP)	18
Program Self-Assessment	18
ECQUIP Monitoring	18
Year-end Program Documentation	19
State Program Evaluation	19
G. TECHNICAL ASSISTANCE	20
Appendix A Early Childhood State Block Grant ARS15-1251	21
Appendix B Early Childhood Education Certification & Endorsement R7-2-612 & R7-2-613	24
Appendix C USFR Chart of Accounts	28
Appendix D ECBG Program Time Line	30
Appendix E Sample Letter/Notification to Providers	31
Appendix F Sample Letter/Notification to Parent/Guardian	33
Appendix G Sample Agreement	34
Appendix H References & Resources	36

A. OVERVIEW

The Early Childhood Block Grant (ECBG), A.R.S. Article 11, 15-1251, is a state funded, formula grant. ECBG is administered and monitored through the Arizona Department of Education (ADE), Early Childhood Education Office. The ECBG provides flexible and supplemental funding for early childhood education programs to promote improved student achievement. Early Childhood programs eligible to benefit from ECBG funds are preschool, full-day kindergarten and kindergarten through Grade 3 programs. Funding is allocated and made available directly to public school districts and charter schools, also known as Local Educational Agencies (LEAs). For the full text of the legislation, see Appendix A.

LEAs may use ECBG funding to:

- Provide quality preschool education programs and services to income eligible children
- Provide and supplement full-day kindergarten programs
- Provide supplemental assistance for kindergarten through third grade students
- Promote and support student achievement in early childhood using curriculum materials, supplies, activities and assessments aligned with the Arizona Early Learning Standards or Arizona Academic K-3 Standards
- Ensure that early learning programs are developmentally appropriate and aligned with the Guidelines for Comprehensive Early Education Programs, second edition, found at: www.ade.az.gov/earlychildhood

Inclusion

All early learning programs are encouraged to be inclusive and involve children with special needs.

- LEAs may place children with special needs who are supported by the Individuals with Disabilities Education Act (IDEA funds 619) in an ECBG classroom.
- Children who do not meet the free and reduced income guidelines may not be enrolled in an ECBG *program*; however, a child with special needs, funded by 619, who is over income, may participate in a *classroom* that serves children receiving preschool services through ECBG funds.
- LEAs are encouraged to blend funding to provide a quality preschool experience for all children. LEAs may braid funding at the administrative level to create a preschool program that would be supported by a variety of funding streams. For example, ECBG and Title I may support a teacher salary and supplies, while IDEA could support a speech therapist or a social worker for that same class.

Providing the least restrictive environment for children with special needs benefits all children. ADE Early Childhood Education Program Specialists are available to provide technical assistance in support of inclusive programs.

A good resource to aid administrators with the inclusion process in an early learning program is:

An Administrator's Guide to Preschool Inclusion

www.fpg.unc.edu/~ecrii

ECBG Fund Allocation

ECBG funds are allocated to all LEAs that serve children in kindergarten through third grade. The allocation amount is based on the number of pupils in kindergarten programs and grades one, two, and three who were eligible for free lunches during the prior fiscal year under the *National School Lunch and Child Nutrition Acts* (NSL). This count is obtained from the Student Accountability Information System (SAIS) submitted by the LEA to ADE, Office of School Finance. The LEA's SAIS count is used in the formula to determine the LEA's allocation amount.

Exception- LEAs with schools on NSL special assistance will submit their free lunch count directly to ADE. These LEAs will receive notification via e-mail with details and date for submittal of the free lunch count to comply with this exception.

ECBG funds are available annually; the budget period begins July 1st and ends June 30th. Legislative activity determines the date funds become available for allocation and posted on the ECBG Fund Alert. This date varies from year to year. During the months of June and July monitor the ADE Fund Alert closely for the most up-to-date postings. To receive funding allocations, LEAs must complete the ECBG electronic application on the ADE Grants Management Enterprise System page.

Important Points to Remember

- **Accuracy of the SAIS information/free lunch count is the responsibility of the LEA.**
- **LEAs must complete the ECBG electronic application in the ADE Grants Management Enterprise System to receive funding.**
- **ECBG Grant Awards will not be made available to LEAs who are out of compliance with state or federal requirements.**

B. PRESCHOOL PROGRAMS

Collaboration

ECBG funds may be used to establish and maintain a quality preschool education program on the LEA's campus or to fund placement for eligible children at quality preschool programs of the parent's choice.

LEAs may combine ECBG funds with federal program funds (e.g., Title 1, Head Start, Even Start, and Special Education Preschool) and /or other state program funds (e.g., Family Literacy, other LEA funds) and /or collaborate with other programs to provide quality preschool education programs and services to eligible children.

Preschool Student Eligibility

Preschool children eligible for free or reduced lunches under the National School Lunch and Child Nutrition Acts are eligible to enroll in an ECBG preschool program.

Documentation of household income must be kept in a confidential file in a locked filing cabinet in a secure area (i.e., the director or principal's office). Acceptable forms of documentation include copies of parent's/guardian's receipts that accompany their pay, unemployment or other checks or their most recently filed tax return. Documentation must be compared to Income Guidelines for the Child Nutrition Programs, released annually by the U.S. Department of Agriculture and available from ADE.

- Preschool children include all children who are not yet eligible for kindergarten as determined by the LEA.
- Additional eligibility criteria of a preschool aged child for an ECBG preschool program may be established by the LEA.
- If funds are limited, priority should be given to children who will be eligible to enter kindergarten, as determined by the LEA, the school year following enrollment in the ECBG preschool program.
- ECBG funding should provide the opportunity to participate in a preschool program to as many children as possible.
- Children who are identified as needing special education services and funded by IDEA 619 are eligible for placement in a blended funding ECBG classroom on their third birthday.

Preschool Program Hours and Attendance Policy

- For optimum impact, eligible children should be enrolled in the ECBG preschool education program for one school year. In order to maintain capacity, LEAs will access waiting lists should enrollment changes occur.
- The minimum hours of service recommended, as defined in the Arizona Department of Education Comprehensive Guidelines for Early Education Programs, is 12 hours per week for preschool children. A maximum number of hours may be determined by the LEA.
- LEAs should establish and enforce an attendance policy and maintain attendance records, as determined by the LEA, for each child in the ECBG preschool program.

Transition to Kindergarten

LEAs are encouraged to establish policies to provide effective transition practices and experiences for preschool children. These practices create a foundation for school readiness.

Transitioning to kindergarten is a key experience for children and their families. Good management of transitions to kindergarten sets the stage for children's school success as well as children's responses to future transitions. Management of the transition process begins with families and school staff working together to determine where and how children will be successful in the process. Starting kindergarten will be a positive and exciting experience when children realize that they have the support of both families and teachers in their newest venture.

A good resource for transitioning activities can be found at:

Terrific Transitions

Supporting Children's Transition to Kindergarten

<http://www.serve.org/TT/>

Licensing and Accreditation

Each preschool site/program listed on an ECBG Application must be licensed by Arizona DHS and accredited (or in the process of accreditation) to receive ECBG funds.

Accreditation must be with one of the national accreditation organizations approved by the Arizona State Board of Education.

(See list of approved accreditation organizations on page 6.)

- All classroom sites must be licensed by DHS prior to enrollment of children.
- Preschool sites that did not receive ECBG funds in a prior fiscal year must become fully accredited within 18 months of the first month that they receive funding. The first month is the month a site first received funding in any fiscal year of the ECBG program's existence.

- Preschool sites that are not yet accredited that received ECBG Funds in a prior fiscal year must be fully accredited within 18 months of initially receiving funding.

LEAs must provide ADE with licensing and accreditation information for each preschool program/site listed on the ECBG application. Preschool site/program names listed on the accreditation certificate/information must match the name as it appears on the application.

It is the responsibility of the LEA to maintain and transmit current licensing and accreditation documentation for each ECBG preschool program/site (public, private provider, federal provider) to ADE, Early Childhood Education Office. All documentation must be kept current for each ECBG site by providing ADE with a copy of the new DHS license and accreditation certificate once a site's license or certificate has expired.

Documentation of communications between the site and the selected national accreditation organization should also be kept on file. Documentation must be on official letterhead/logo in the form of a letter, a purchase order, an invoice, or another form of communication which demonstrates the site/program is actively seeking accreditation.

During the ECBG application process the information on the application is reviewed and compared with the information which is on file in the ADE, Early Childhood Education Office. If licensing and accreditation certificate/information is not on file, does not match the information which is on file, or the certificates have expired, the LEA's application will be rejected.

For more information on the accreditation process see the following:

Accreditation Process Overview (PDF File)

www.ade.az.gov/earlychildhood/preschool/programs/licensingaccred.asp

National Accreditation Organizations

The following national accreditation organizations (listed alphabetically) are approved by the Arizona State Board of Education:

Association Montessori International/USA (AMI)

www.montessori-ami.org

410 Alexander Street, Rochester, NY 14607-1028

800.872.2643

The American Montessori Society (AMS)

www.americanmontessorisociety.org

281 Park Avenue South, NY, NY 10010

212.358.1250

The Association of Christian Schools International (ACSI)

www.acsi.org

ACSI Rocky Mountain office, 326 South Wilmot, Suite 8110, Tucson, AZ 85711

520.514.2897

The National Accreditation Commission for Early Care and Education Programs (NAC)

www.naccp.org

7610 East Highway 71 West, Suite E, Austin, TX 78735

800.537.118

The National Association for the Education of Young Children (NAEYC)

www.naeyc.org/accreditation/

1509 16th Street, N.W., Washington D.C. 20036

800.424.2460

The National Early Childhood Program Accreditation (NECPA)

www.necpa.net/

NECPA Commission, 126C Suber Road, Columbia, SC 29210

800.505.9878

Contracting With Federally Funded and Private Child Care Providers

An LEA must contract with federally funded and private child care providers located within the school district to provide a quality, developmentally appropriate preschool program for income eligible children, if families so choose.

Eligible federal and private providers are:

- Licensed by the Arizona Department of Health Services (DHS)
- Nationally accredited by a State Board of Education approved organization. If a provider is not accredited and has never received ECBG funds, that provider is eligible if that program agrees to and is able to attain national accreditation within 18 months.

The *LEA must* notify and inform all eligible federal and private preschool providers within the school district of the opportunity to participate as a provider in the ECBG program. If the LEA is a charter school, each eligible federal and private provider within ten miles of the charter school must be sent notification of the opportunity to participate as a provider in the ECBG program. In order to insure maximum program planning, notification should occur in the spring. (Sample notification-See Appendix D)

Notification must include a description of the ECBG program requirements. The notification should include a format for the provider to indicate and return to the LEA their choice to *participate* or *not participate* as a provider with the LEA in the ECBG preschool program.

LEAs must maintain and keep on file:

- A list of eligible providers notified each year
- The form of notification; ie: letter, postcard, etc.
- Documentation of providers choosing to *participate* or *not participate* as a provider with the LEA
- A copy of the notification list and the *returned* notifications
- A record of the responses from eligible providers

Per ARS 15-1251(C), LEAs contracting with federal and private providers supersedes the procurement process for schools as defined by the Arizona State Board of Education Rules since LEAs are required to allow students to receive preschool services from a provider of the parent's or guardian's own choosing. *The parent choice requirement renders any formal procurement process unnecessary when contracting with providers.*

LEAs must also make available to providers the names and addresses of all families selected for participation in the program, if parents are notified and give permission for that information to be released to the eligible providers as stated in the Family Educational Rights and Privacy Act (FERPA):

“Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.”

See FERPA at: <http://www.ed.gov/print/policy/gen/guid/fpco/ferpa/index.html>

Parent Choice Notification

- All parents must be given the opportunity to choose a program for their children from a list of eligible programs within the LEA boundaries.
- LEAs may work in collaboration with federal and private providers to participate in the marketing and application process for the ECBG Program.
- LEAs must keep documentation in the program records regarding their process for providing parents/guardian with a choice of preschools that meet licensure and accreditation requirements. Documentation includes notifications sent and list of eligible preschools provided to parents/guardians. (See Appendix E and F for sample letters)
- LEAs may assist parents/guardians in making informed decisions by providing them with information on choosing a quality provider.

See: *Child Care Resource and Referral (CCR&R)* www.arizonachildcare.org
Childcare Aware <http://www.childcareaware.org/en/>

Contracts

- LEAs may only contract with federally funded and private child care providers that meet licensure and accreditation requirements.
- Amounts paid to providers are determined between the LEA and the provider, understanding that costs per child should be uniform and appropriate for services provided.
- Contracts between LEAs and providers should be reviewed yearly before contract renewal.
- LEAs must maintain in their program files a written, dated, and signed contract for *each* federally funded and /or private childcare provider that receives ECBG funds. Contracts must be available to ADE upon request.
- Contracts should be limited to the number of children/placements funded, the number of hours per day/week, number of days per year, and the amount of payment/fees per child. (See Appendix G for sample contract.

- It is the LEA's responsibility to confirm that providers implement their programs in a non-sectarian manner if ECBG funds are used to support their programs, as stipulated in the Arizona Constitution Article II, Section 7 and Article 2, Section 12 (www.azleg.state.az.us/Constitution.asp?Article=2).
- Each private/federal provider must be listed on the ECBG application. If a provider is not listed on the initial application and the LEA contracts with them at a later date, an amendment must be filed adding the new site. If a provider is listed on the application but not used, an amendment must be filed removing the provider.
- It is the LEA's responsibility to insure that all ECBG requirements are being followed by the contracted provider.
- It is the LEA's responsibility to collect and send reports/information to ADE, Early Childhood Education Office when requested.

Time Line

Spring:

- **Send *letters of interest to participate* to private and federal preschool programs no later than 30 days prior to end of school.**
- **Document responses from interested programs.**

Summer:

- **Inform parents of provider choices at least 30 days prior to program start.**
- **Document parent choices.**
- **Complete contracts with eligible private and federal providers.**
- **Begin program year.**

(See Appendix D for complete timeline)

C. FULL-DAY KINDERGARTEN/KINDERGARTEN-GRADE 3

LEAs may allocate ECBG funds to provide or supplement their full-day kindergarten programs and/or their programs for children in kindergarten, and grades one through three. ECBG K-3 supplementary funds must be used to enhance the educational experiences of kindergarten through third grade children to promote improved student achievement. Funds may also be used to supplement, but not supplant, the state funds paid to schools for the provision of Full-Day Kindergarten.

Kindergarten through third grade supplementary programs should have written goals and objectives regarding student outcomes and a developmentally appropriate method for collecting information concerning program effectiveness. The goals and objectives should specify student outcomes that would not be possible without utilizing ECBG funds. The program should also document how information is collected to determine whether use of the funding achieved its intended purpose.

In addition to information collected about kindergarten through grade three programs on the ECBG application, ADE may collect further information during the school year to establish that these programs are meeting the purpose of the ECBG program, as specified in A.R.S. 15-1251 (A).

D. PROGRAM OPERATION

Allocations

The budget period for ECBG Programs begins July 1st and ends June 30th each year. A yearly allocation amount will be calculated for each LEA once the State Budget is signed and the feed bill is released to ADE authorizing funding for ECBG. Allocations are based on the K-3 free lunch eligibility. ADE uses the free lunch eligibility information reported by the LEAs in the Student Accountability Information System (SAIS). LEAs that have schools participating in a unique provision of the National School Lunch and Child Nutrition Act called special assistance will be asked to submit the K-3 free lunch eligibility information to the Early Childhood Education (ECE) office based on the base year percentage. It is the responsibility of the district or charter school to verify this information for accuracy. It is critical that the information submitted to SAIS or to ECE is accurate. LEAs will be notified by e-mail when the ECBG application and allocation list is posted in the Grants Management Enterprise System. Once an application is submitted and approved, the first quarterly payment will be processed during the next payment period.

Application Process

ECBG applications must be submitted electronically through the ADE Grants Management Enterprise System. The application deadline date will be included along with the official notification of the allocation amount sent to LEAs at the beginning of the ECBG application period.

Application Instructions

The ECBG online application and instructions are available as an application download document for the Early Childhood Block Grant in the Grants Management Enterprise System.

To access the Grants Management Enterprise System:

- Go to the Arizona Department of Education website at **www.ade.az.gov**
- On the side menu, select **Financial Services**
- Select **Grants Management**
- Click on **Application Downloads**
- Click on **Download Files for the Current Early Childhood State Block Grant.**

Important Points to Remember

- **Exhibits have been included in the ECBG application for added ease in following the instructions and contain edit checks to catch inputting errors before the application can be submitted.**
- **During the ECBG application process, the information on the application is reviewed and compared with the information on file in the ADE, Early Childhood Education Office. If licensing and accreditation certificate/information is not on file, does not match the information which is on file, or is expired, the application will be rejected.**

Mid-year Re-allocation

Re-allocation amounts may be made available to participating LEAs in the event that a significant amount of monies are not applied for by eligible LEAs.

Re-allocations are calculated after all prior year completion reports have been submitted and approved. The amount of mid-year re-allocations will be determined using the same free lunch count information which was used to calculate the initial allocation amounts.

LEAs with unexpended funding exceeding 4 percent of the original allocation for the prior year will not receive re-allocation funds for the current fiscal year.

Amendments

LEAs must electronically submit, through the ADE Grants Management Enterprise System, an amendment for fiscal and/or programmatic changes. Amendments may be submitted throughout the year. The deadline date for submittal of all amendments is 90 days prior to the project end date.

Fiscal amendments to the budget must be made when the anticipated expenditures will exceed the budgeted line item by 20% or \$1000 (whichever is greater).

Expenditures for line items not approved on the original application must have prior approval. Approval is obtained by submitting an amendment.

All information listed on the ECBG application must be kept current. If there are programmatic changes, the information should be updated by submitting an amendment to include changes and updates. Please keep in mind that the information on the contact page is used to provide program updates and send correspondence. It is the LEA's responsibility to keep the information current.

Completion Report

Completion Reports must be electronically submitted through the ADE Grants Management Enterprise System website **no later than** 90 days after the end of the project.

- Funds not expended by the LEA during the prior fiscal year for which they were allocated will be carried over into the current fiscal year's project. The allocation amount to be disbursed will be reduced by that amount.
- All interest earned on ECBG funds must be returned to ADE Accounting Office by the date listed on the LEA's Completion Report Approval Notice. Failure to comply will result in a hold on future payments until the funds have been returned.

Record Retention

It is the LEA's responsibility to ensure the confidentiality of all family information secured during the application process. Family information (SSN, income, etc.) must be kept in a locked office or locked filing cabinet.

LEAs should follow the guidelines in the *Records Management Manual for Arizona School Districts*. This manual is published by the Arizona Department of Library, Archives, and Public Records (www.dlapr.lib.az.us). Information in the manual includes records retention and disposal procedures, time lines for specific documents to be kept in student and personnel files, and information about records that should be considered permanent.

Budget Requirements

The ADE Budget Report in the ECBG application includes acceptable categories of expenditures for ECBG funds. For more information, LEAs should refer to the Uniform Systems of Financial Records (USFR) Chart of Accounts, Section III-E-2.1 through III-E-3.9 or the Uniform Systems of Financial Records for Charter Schools (USFRCS). Updates to the ECBG customized USFR Chart of Accounts version will be made as needed and posted on ADE Early Childhood website. (See Appendix C – USFR Chart of Accounts)

Acceptable expenditure categories include:

- 1000 Instruction
- 2100, 2200, 2600, 2700, 2900 Support Services
- 2300, 2400, 2500, 2800 Support Services-Administration
- 3000 Operation of Non-Instructional Services
- 4000 Facilities Acquisition & Construction

Additional guidelines:

- Administration (2300, 2400, 2500) may not exceed 5% of the LEA's total allocation [A.R.S. 15-1251 (C) (8)].
- Indirect costs may not be included on state funded grants.
- Capital outlay may be budgeted if justification for expenditures is included where specified on the ECBG application. All capital outlay expenditures with a unit cost of \$1 or more must be itemized on the Capital Outlay description page of the electronic application. The USFR and USFRCS indicate that capital expenditures include those for acquisition and improvements of equipment, land, and buildings that have a useful life of one year or more regardless of the dollar amount.

Allowable Expenditures

Allowable expenditures for ECBG funds must promote academic achievement and advance a high quality educational program for preschool, full-day kindergarten, and kindergarten through third grade children. ECBG funds may be expended for the general and specific purposes listed.

- Meet and maintain developmentally appropriate practices in early childhood programs as set forth in Comprehensive Guidelines for Early Education Programs (2nd Edition). www.ade.az.gov/earlychildhood/
- Meet and maintain national accreditation standards for preschool programs.
- Meet and maintain Arizona Department of Health Services licensure requirements for child care facilities.
- Provide supplemental programming for children in kindergarten through third grade.
- Provide opportunities for parent involvement.

Comprehensive Services

ECBG funds may be used to provide comprehensive services to enrolled children in the following areas:

- Snacks to children enrolled in the program: Programs should first investigate the feasibility of providing meals and snacks with federal Child and Adult Care Food Program (CACFP) funds. Federal nutrition funds may *not* be used for meeting refreshments or adult meals.
- Meals for parent or staff volunteers: Lunch or breakfast expenses are allowable expenses when meals are part of the curriculum and adults are interacting with children during the meal.
- Transportation: Funds may be used to provide children enrolled in the program transportation to/from the school/ program site (USFR Object Code 6500, Support Services 2100) and/or transportation for field trips (USFR Object Code 6500, Instruction 1000).

- Family Services: Collaboration with educational agencies, social service agencies, health care agencies, and transportation as well as parent educational experiences. Refreshments for parent educational experiences (workshops, parent nights, parent university, etc.) are allowable expenses.

Direct Services to Individual Children

ECBG funds must support direct services to individual children enrolled in an established program.

- Parent participation/education - Funds may be expended to provide parent education, a parent liaison, and/or home educational visits for individual children who are enrolled in an established program. Funds may also be expended to provide parents information about the program, to support their participation in the program, and to provide parents with detailed information about their children on an individual basis.
- Preschool - Funds may be expended to provide supplemental educational services to individual children outside the regular school year or school hours if the child was or will be enrolled in the established preschool program, during the previous or subsequent school year (e.g., a kindergarten transition for parents and children the summer prior to the children's entry into kindergarten).
- Kindergarten through third grade - Funds may be expended to provide supplemental educational services to individual children outside the regular school year or school hours, for a specific purpose (e.g. summer school, enrichment programs, after school tutoring). ECBG funds **may not** be used to supplant services.

Enrichment

ECBG funds may be used to provide children educational enrichment experiences and opportunities both off and on school grounds (e.g. field trip to the local library to obtain library card, on site visit by children's author and illustrator to work with students).

Staff Development and Retention

- ECBG funds may be used for staff orientation, training and development.
- Funds may be used for staff meetings and collaborative program planning, including staff team meetings to address the needs of individual children.
- Program or classroom volunteers should receive training and be supervised at all times.
- Funds may be used for staff to evaluate the program and make program improvements.

E. CURRICULUM

Child Outcomes

Appropriate assessments of children provide valuable information which allows for instructional planning, program planning and implementation, identification of children with special needs, program evaluation/accountability, and communicating with parents. ECBG programs are encouraged to use multiple methods of assessing children's progress throughout the school year. Assessment should be on-going, and provide information about children's progress in all domains of development.

Required assessment information and procedures for assessing ECBG preschool children can be found on the Early Childhood Education website, www.ade.az.gov/earlychildhood/. Information will be provided annually to LEAs regarding the details of ECBG pre and post assessments, guidelines, and reporting.

Curriculum

ECBG funds may be used to purchase materials, supplies, or services that promote student achievement. Curriculum materials, supplies and assessments must align with the Arizona Early Learning Standards or the Arizona Academic K-3 Standards, and be consistent with developmentally appropriate practices. The materials and supplies should meet the needs and enhance the strengths of children with varying levels of maturity and ability. The materials and supplies should include but are not limited to multicultural items as appropriate for the community. Materials, supplies, and services should promote learning in all domains and encourage children to be actively involved in the learning process.

The Arizona Early Learning Standards consist of the following domains:

- Social Emotional
- Language and Literacy
- Mathematics
- Science
- Social Studies
- Physical Development/Health and Safety
- Fine Arts

The Arizona Early Learning Standards is a downloadable document; the website address is <http://www.ade.az.gov/earlychildhood/downloads/UpdatedStandards.pdf>

The Arizona Academic K-3 Standards consist of the following domains:

- The Arts
- Comprehensive Health/ P.E.
- Foreign and Native Language
- Language Arts
 - Reading
 - Writing
- Mathematics
- Science
- Social Studies
- Technology
- Workplace Skills

The Arizona Academic K-12 Standards is a downloadable document; the website address is www.ade.az.gov/standards/contentstandards.asp

Early Childhood Certification and Endorsement

By July 1, 2009, either a provisional or a standard early childhood education certificate or endorsement will be required for individuals teaching in public school early childhood education programs. This applies to any program receiving ECBG funds, including all federal and private preschool programs. (See Appendix B, R7-2-612, 613)

F. EARLY CHILDHOOD QUALITY IMPROVEMENT PRACTICES (ECQUIP)

Developing and maintaining quality early education programs is a collaborative effort. Effective program administration by both the LEA and ADE Early Childhood Education staff is a key ingredient in the successful implementation of the ECBG program for the children, families, staff, providers and schools involved.

The ADE, Early Childhood Education Office has developed a program self-assessment process, entitled *Early Childhood Quality Improvement Practices (ECQUIP)*.

Program Self-Assessment (ECQUIP)

The ECQUIP project is a self-assessment process intended to provide Arizona programs working with young children a framework for evaluating program effectiveness and designing strategies for continuous quality improvement. All programs administered through the Early Childhood Education section of the Arizona Department of Education are required to participate in ECQUIP. Early Childhood Block Grant programs participate in ECQUIP in cooperation with other district or school programs also administered through the Early Childhood Education section. For more information related to ECQUIP and the process, visit the Early Childhood website at www.ade.az.gov/earlychildhood.

Program evaluation is most effective and long lasting when the program staff engages in a systematic process of self-assessment. Program staff is then able to identify both strengths and changes needed in order to bring about and/or maintain a high quality, comprehensive ECBG program. Ownership of the assessment results is established when staff is actively involved in the process.

ECQUIP Monitoring

Monitoring of LEAs and ECBG program sites is a proactive approach to ensuring the ECBG programs are following guidelines and providing high quality and comprehensive educational programs that promote improved student achievement.

Monitoring visits are pre-scheduled by ADE Early Childhood Education staff with the LEA or program/site to be visited. On-site monitoring of preschool, full-day kindergarten, and K-3 programs may include:

- Classroom visitation
- Interviews with program teachers and administrators
- Review of children's academic records such as portfolios/work samples and teacher anecdotal observation notes
- Review of program compliance information such as program goals, policy statements, parent handbook, curriculum, and lesson plans

- Review of program documentation as appropriate for ECBG guidelines and requirements such as ECQUIP results, documentation of family income, parent choice in program selection, DHS licensure, national accreditation information, and collaboration documentation

ECQUIP visits will conclude with ADE staff meeting with the program administrator(s) or program staff to discuss observations and to provide technical assistance if needed.

ECBG Year-end Program Documentation

In addition to the self-assessment process and the on site monitoring (ECQUIP), programs receiving ECBG funds may be requested to submit program documentation for the appropriate fiscal year such as child outcomes, program outcomes, goals/objectives accomplished as a result of ECBG funding, curriculum alignment with Arizona State Standards, documentation of the ECQUIP process, as well as plans for program improvement. LEAs will be notified of requested documentation and due dates via e-mail communication from the ADE Early Childhood Education Office. It is the responsibility of the LEA to disseminate the information to all ECBG programs and submit requested documentation from each program in a timely manner and packaged as requested.

Preschools receiving ECBG funds will be required to accurately complete and submit program documentation for the appropriate fiscal year such as the Parent Consent /Data Forms to the LEA for submittal to ADE, Early Childhood Education Office. LEAs will be notified of requested documentation and due dates via e-mail communication from the ADE Early Childhood Education Office.

State Program Evaluation

The Arizona State Legislative Council conducts a programmatic evaluation of ECBG every three years [A.R.S. 15-1251 (D)]. ADE Early Childhood Education Office will function as a liaison between LEAs and the Legislative Council, and will work with the Legislative Council to obtain necessary documentation for the program evaluation so that a minimum of LEA program administrator and teacher time is required. LEAs will receive a summary of the Legislative Council report when it is completed.

G. TECHNICAL ASSISTANCE

ADE/ ECBG Early Childhood Education program staff members are available year-round to provide technical assistance.

Contact information:

Mailing Address:

Arizona Department of Education

Early Childhood Education Office

1535 West Jefferson Street, Bin # 15

Phoenix, AZ 85007

Physical Location:

2005 North Central Avenue

Phoenix, AZ 85004

Phone 602.364.1530

Fax 602.542.2730

Web Address: www.ade.az.gov/earlychildhood

Appendix A

ARTICLE 11, STATE BLOCK GRANT FOR EARLY CHILDHOOD EDUCATION PROGRAM

15-1251 State block grant for early childhood education; evaluation

A. The state block grant for early childhood education program is established in the state board of education. The purpose of the program is to promote improved pupil achievement by providing flexible supplemental funding for early childhood programs, including preschool programs for economically disadvantaged children, and programs that serve all public school pupils statewide who are in kindergarten programs and grades one, two and three.

B. Funding for the program for each fiscal year shall be allocated based on the number of pupils in kindergarten programs and grades one, two and three in each charter school or school district who were eligible for free lunches during the prior fiscal year under the national school lunch and child nutrition acts (42 United States Code sections 1751 through 1785). Any charter school or school district that did not determine for the prior fiscal year if its pupils in kindergarten programs and grades one, two and three were eligible for free lunches under the national school lunch and child nutrition acts shall receive funding for the program in the current fiscal year based on the number of its pupils in kindergarten programs and grades one, two, and three who would have been eligible for free lunches in the prior fiscal year according to the statewide kindergarten programs and grades one, two and three eligibility average for all school districts and charter schools collectively for the prior fiscal year. Notwithstanding this section, a school district or charter school with an average daily membership of more than six hundred pupils in kindergarten programs and grades one, two and three in the prior fiscal year shall have participated in the national school lunch and child nutrition acts free lunches program in the prior fiscal year to be eligible for program funding in the current fiscal year.

C. A school district or charter school that devotes part or all of its program funding to preschool programs shall comply with all of the following requirements:

1. Restrict the preschool program only to preschool children eligible for free or reduced price lunches under the national school lunch and child nutrition acts.
2. Allow participating pupils to receive preschool services only from a public, federally funded or private child care provider, each of which shall be licensed by the department of health services and each of which, beginning in fiscal year 1999-2000, also shall be accredited by a state board of education approved organization that provides accreditation for preschool programs.

3. Provide all federally funded or private child care providers located within the school district or within ten miles of the charter school with information necessary for them to participate in the program, including names and addresses of children selected for participation and of their parents or guardians.
4. Provide all parents or guardians of children selected for the program with a list of licensed federally funded or private child care providers located within the school district or within ten miles of the charter school and explain to parents or guardians that they may choose to have their child receive services under the program from any provider on the list if that provider agrees to participate.
5. Allow at least fifty per cent of pupils selected for the program to receive preschool services from a federally funded or private child care provider of their parent's or guardian's own choosing.
6. Allow any eligible child care provider located within the school district or within ten miles of the charter school to participate in the program if it is willing to provide services at a unit cost similar to that paid to other providers in the area under the program.
7. Limit the use of contracts with federally funded and private child care providers to financial agreements pertaining to numbers of children to be served, hours of service to be provided per child, payment rates and other financial aspects of the program.
8. Limit to five per cent the amount of block grant monies that may be used locally for program administration.
9. Pay participating federally funded and private child care providers in a timely manner.

D. The legislative council shall conduct a programmatic evaluation of the state block grant for early childhood education program every three years. For this evaluation, the staff of legislative council shall develop outcome measures to indicate the effectiveness of the early childhood education program. The department of education shall assist the staff of legislative council in collecting any information necessary to complete the evaluation.

Added by Laws 1998, 4th S.S., Ch.8, § 7. Amended by Laws 2001, Ch. 323, § 1.

Historical and Statutory Notes

Laws 1999, 1st S.S., Ch.4, § 14, as amended by laws 2000, Ch.9 § 1, provides:

“Sec.14. early childhood block grant; deadline for accreditation of preschool programs”

A. Notwithstanding § 15-1251, subsection C, paragraph 2 Arizona Revised Statutes, all sites receiving funding under the early childhood block grant program during the fiscal year 1999-2000 shall be accredited by July 1, 1999, except that they may operate on a provisional basis if they provide evidence that shows that they are in process of becoming accredited. These sites shall attain accreditation no later than July 1, 2000 to be eligible for program funding.

B. Notwithstanding the July 1, 2000 accreditation deadline in subsection A, the agency administering the block grant may extend the accreditation deadline for any site that demonstrates that it is reasonably working toward becoming accredited.

C. Sites that did not participate in the program in the prior funding year are eligible to participate in the program if they have applied for and are working toward accreditation or are accredited. Sites that are not accredited shall become accredited within eighteen months after originally receiving monies.

Laws 2001, Ch.299, §1, which provided for a school breakfast program and a report, was repealed by section 2 of the act, on January 1, 2004.

Appendix B

Early Childhood Education Certificate and Endorsement

R7-2-612. Other Teaching Certificates

I. Provisional Early Childhood Education Certificate - birth through age eight

1. By July 1, 2009, either a provisional or a standard early childhood education certificate will be required for individuals teaching in public school early childhood education programs, except as provided in R7-2-610 or in R7-2-613(L). For individuals teaching in grades 1 - 3, this certificate is optional, but recommended.

2. For the purposes of this rule, public school early childhood education programs are defined as education programs provided by local education agencies, including their sub-grantees and contracted providers, for children birth through age 8 for the purpose of providing academically and developmentally appropriate learning opportunities that are standards-based with defined curriculum and comprehensive in content to include all appropriate developmental and academic areas as defined by the Arizona Early Childhood Education Standards or the Arizona K-12 Academic Standards approved by the Board. The Arizona Early Childhood Education Standards: Arizona Department of Education, 1535 West Jefferson, Phoenix, AZ 85007, were adopted by the State Board of Education in June 2003 and the Arizona K-12 Academic Standards: Arizona Department of Education, 1535 West Jefferson, Phoenix, AZ 85007, were adopted by the State Board of Education as follows: Arts, April 1997; Comprehensive Health/PE, April 1997; Foreign and Native Language, April 1997; Mathematics, March 2003; Reading, March 2003; Science, May 2004; Social Studies, March 2000; Technology, September 2000; Workplace Skills, March 1997; and Writing, June 2004, are incorporated by reference and are on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no further editions or amendments. Copies of the incorporated material are available for review at Arizona Department of Education, 1535 West Jefferson, Phoenix, AZ 85007 or on the Arizona Department of Education website at www.ade.az.gov/standards. Public school early childhood education programs include, but are not limited to, half day and full day kindergarten programs, Early Childhood Block Grant programs pursuant to A.R.S. §15-1251, Family Literacy Programs for preschool children pursuant to A.R.S. §15-191.01, and public school-administered early childhood education programs funded in whole or part with federal funds, such as the Head Start or Even Start programs, provided nothing in these rules conflict with the terms of the federal grant. Extended day child care programs provided by local educational agencies are not considered early childhood education programs for purposes of this rule unless the program meets the definition of a public school early childhood education program set forth above.

3. This certificate is valid for two years and is not renewable.

4. The requirements are:
 - a. A Bachelor's degree; and
 - b. One of the following:
 - i. Completion of a teacher preparation program in early childhood education from an accredited institution or a teacher preparation program approved by the Board; or
 - ii. Early childhood education coursework and practicum experience which teaches the knowledge and skills described in R7-2-602 and includes both of the following:
 - (1) 37 semester hours of early childhood education courses to include all of the following areas of study:
 - a. foundations of early childhood education;
 - b. child guidance and classroom management;
 - c. characteristics and quality practices for typical and atypical behaviors of young children;
 - d. child growth and development, including health, safety and nutrition;
 - e. child, family, cultural and community relationships;
 - f. developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;
 - g. early language and literacy development;
 - h. assessing, monitoring and reporting progress of young children; and
 - (2) A minimum of 8 semester hours of practicum, including:
 - a. A minimum of 4 semester hours in supervised field experience, practicum, internship or student teaching setting serving children birth – preschool. One year of full-time verified teaching experience with children in birth – preschool may substitute for this student teaching experience. This verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities; and
 - b. A minimum of 4 semester hours in a supervised student teaching setting serving children in kindergarten - grade 3. One year of full-time verified teaching experience with children in kindergarten – grade 3 in an accredited school may substitute for this student teaching experience.
 - iii. A valid early childhood education certificate from another state.
 - c. A valid Fingerprint Clearance Card issued by Arizona DPS; and
 - d. A passing score on the professional knowledge portion of the Arizona Educator Proficiency Assessment once that portion of the AEPA is adopted by the Board; and
 - e. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment once that portion of the AEPA is adopted by the Board.

J. Standard Early Childhood Education Certificate - birth through age eight

1. By July 1, 2009, either a provisional or a standard early childhood education certificate will be required for individuals teaching in public school early childhood education programs, except as provided in R7-2-610 or in R7-2-613(L). For individuals teaching in grades 1 - 3, this certificate is optional, but recommended.
2. This certificate is valid for six years.
3. The requirements are:
 - a. Qualification for the Provisional Early Childhood Education Certificate, except as provided in R7-2-612(J)(4); and
 - b. Two years of verified teaching experience with children birth through age eight or grade three in a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities.
4. An individual may also qualify for a standard Early Childhood Education Certificate if the individual:
 - a. Holds current National Board Certification in Early Childhood; and
 - b. Holds a valid fingerprint Clearance Card issued by DPS.

R7-2-613. Endorsements

L. Early Childhood Education Endorsement – birth through age eight

1. An early childhood endorsement is optional, but recommended for individuals teaching in public school early childhood education programs who are not otherwise certified in early childhood education. When combined with an Arizona elementary education teaching certificate or an Arizona special education teaching certificate, it may be used in lieu of a standard early childhood education certificate as described in R7-2-612(I).
2. An endorsement shall be automatically renewed with the certificate on which it is posted.
3. The requirements are:
 - a. A valid Arizona elementary education teaching certificate as provided in R7-2-608 or a valid Arizona special education teaching certificate as provided in R7-2-610.

- b. Early childhood education coursework and practicum experience which includes both of the following:
 - i. 21 semester hours of early childhood education courses to include all of the following areas of study:
 - (1) foundations of early childhood education;
 - (2) child guidance and classroom management;
 - (3) characteristics and quality practices for typical and atypical behaviors of young children;
 - (4) child growth and development, including health, safety and nutrition;
 - (5) child, family, cultural and community relationships;
 - (6) developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;
 - (7) early language and literacy development;
 - (8) assessing, monitoring and reporting progress of young children; and
 - ii. A minimum of 8 semester hours of practicum including:
 - (1) A minimum of 4 semester hours in a supervised field experience, practicum, internship or student teaching setting serving children birth-preschool. One year of full-time verified teaching experience with children in birth-preschool may substitute for this student teaching experience. This verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities; and
 - (2) A minimum of 4 semester hours in a supervised student teaching setting serving children in kindergarten-grade 3. One year of full-time verified teaching experience with children in kindergarten – grade 3 in an accredited school may substitute for this student teaching experience.
 - c. A valid Fingerprint Clearance Card issued by Arizona DPS; and
 - d. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment once that portion of the AEPA is adopted by the Board.
4. Teachers with a valid Arizona elementary education certificate or Arizona special education certificate as of July 1, 2006 meet the requirements of this section with evidence of the following:
- a. A minimum of three years infant/toddler, preschool or kindergarten - grade 3 classroom teaching experience within 10 years prior to July 1, 2009, and
 - b. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment once that portion of the AEPA is adopted by the Board.

APPENDIX C - CHART OF ACCOUNTS AND EXPENSE CLASSIFICATIONS
UNIFORM SYSTEM OF FINANCIAL RECORDS (USFR) CUSTOMIZED FOR ECBG CODING

(Further information may be obtained from the Chart of Accounts in the U.S.F.R. for Arizona School Districts or U.S.F.R. for Arizona Charter Schools)

OBJECT CODE	OBJECT NAME	INSTRUCTION 1000	SUPPORT SERVICES 2100, 2200, 2600, 2700,2900	SUPPORT SERVICES ADMINISTRATION 2300, 2400, 2500, 2800	OPERATION OF NON- INSTRUCTIONAL SERVICES 3000	FACILITIES ACQUISITION & CONSTRUCTION 4000	DEBT SERVICE 5000
6100	Salaries	Teacher/Project Director, Teachers, Coaches, Tutors, Substitute Teachers, P. E. Teachers, Speech Teachers, Teacher's Aides, Reading Specialists Classroom Paraprofessional (Para Pros)	Librarians, Counselors, Audiovisual, Curriculum Consultants, Program Evaluators, Audiologists, Psychologists, Social Workers, Nurses, Attendance Personnel, Record Clerks, Bus Drivers, Maintenance Workers, Security, Speech Pathologists, Instructional Staff Trainers, Janitors, Custodians, Printers/Publishers, Tutors, Stipends, (for teachers above & beyond teaching) Bus Monitors	Researchers, Public Relations, Superintendent, Principals, Project Directors, Clerical, Purchasers, Personnel, Governing Board, Accounting, Human Resources, Printers/Publishers, Budgeting, Lobbyists, Warehousing, Staff Trainers, Data Processing	Cooks, Bookstore Staff, Dieticians	School Staff doing in-house construction	
6200	Employee Benefits	Benefits Reimbursement of Tuition, Teacher aide education	Benefits	Benefits	Benefits	Benefits	
6300	Purchased Professional Services	Contracted Teachers, Contracted Substitutes (Not an employee)	Contracted- Consultants, Counselors, Therapists, Dentists, Doctors, Instructional Staff Trainers, Tuition, In-service / ADE Training., Conf. Registration, Stipends, Professional Development	Auditors, Lawyers, Accountants, Staff Trainers		Architects, Engineers	
6400	Purchased Property Services	Rental of Instruction Equipment	Utility Services, Cleaning Services, Repair and Maintenance Services, Rentals, Other Property Services	Rental of Equipment and Vehicles, Other Property Services	Rentals	Construction Services	
6500	Other Purchased Services	Miscellaneous Services, Non-Student Travel, Tuition, Communications Telephone & Internet	Advertising, Student Transportation Services, Printing and Binding, Insurance, Misc. Services, Communications, Telephone & Internet, Internet Fees, Student Travel (includes Field Trip Trans), Bus tokens, Student Incentives, Mileage, Per Diem, Teacher site to site travel	Other Communications, Travel, Postage	Bookstore Management, Food Service Management, Travel	Travel	
6600	Supplies	General Supplies, Library books, Textbooks, and Periodicals, Instructional Aids (including Instructional software) Internet fees-Site license	General Supplies, Energy, Books, Library Books and Periodicals, Testing Materials	General Supplies, Books and Periodicals (including software)	General Supplies, Energy, Food	General Supplies	
6800	Other Expenses	Dues and Fees, Misc., Field trip entrance fees	Dues and Fees, non-payroll taxes, Accreditation, DHS Licensing Requirement Fees, (Architect review Fee, TB Testing, First Aid, and CPR Certification Fees), Miscellaneous	Misc. Judgments, Dues & Fees	Miscellaneous	Miscellaneous	Interest

Note 1: School Districts and Charter Schools should use Object Code 6910 to record indirect costs for the total project budget excluding capital expenditures.

Note 2: For Charter Schools, the acquisition of Buildings and Equipment by purchase, construction or lease purchase is coded to an asset account – 0180.

School districts should code the acquisition of Land, Land Improvements, Buildings and Equipment to Object Code 6700 under the proper function code.

Note 3: Computers for instructional and non instructional purposes and “**non instructional software**” are considered “**property**” 180 or “**capital**” 6700.

Note 4: To be used as a guide only – Refer to Chart of Accounts section 111-E-2.1 through 111-E-3.9 of the USFR or USFRCS if a charter school.

To eliminate clarification requests and rejections, please be specific when entering line item descriptions. If you have any questions about coding a specific expenditure, please call before submitting the application or amendment. Several examples of required information are listed below.

Salaries – List total number of FTEs and position titles (e.g., 3 FTE Teachers, 1.5 FTE Teachers Aides, Etc.)

When listing summer school positions, include the dates so that it is clear on the document that the funds will be expended before June 30 of the current fiscal year.

Benefits - List total number of FTEs , position titles, and benefits included (e.g., Benefits to include: FICA, retirement, medical insurance, workman’s compensation, etc. for 3 FTE Teachers, 1.5 FTE Teachers Aides).

Purchased Professional Services – Include purpose of the service to be provided. (e.g., external consultant to lead staff development workshops in early childhood language development, and language and reading strategies).

Supplies – List examples of supplies, materials, and manipulatives to be purchased. (e.g., classroom books, music CDs, reading workbooks, math workbooks, puzzles, math games, reading or math software, word cards, etc.)

Conferences – List names of conferences.

DHS Licensing Fees – List fees included. (e.g., Architect review fee, TB testing, First Aid and CPR certification fees, etc.).

Capital or Fixed Assets – Do not use terms such as Misc. replacement items.

Items should include items with a 1-year or longer life expectancy (not including books or instructional software).

Examples of items that should be under capital include: chairs, cassette players, CD players, calculators, TV’s, computers, etc.

Appendix D - ECBG Program Time Line

Summer	Fall	Winter	Spring
Legislative fiscal year begins July 1			
ECBG application process begins	ECBG application process deadline date sent via email Amendments	Amendments - ongoing	Amendments deadline 90 days prior to project end date
ECBG Notification Preschool parent choice list distributed, posted Inform parents of provider choices at least 30 days prior to program start date.	Ongoing	Ongoing	Ongoing
ECBG Preschool Enrollment/Parent choice	Use waiting lists as needed	Use waiting lists as needed	Recruitment of preschool students for coming school year
Contract with eligible federal and private preschool programs	Ongoing	Ongoing	Send letters of interest to participate to private and federal preschool programs no later than 30 days prior to end of school
SAIS Alert	Ongoing	Ongoing	Confirmation of SAIS data (data required for allocation for coming school year)
	ECBG Assessment process for enrolled children	Assessment process ongoing	Assessment process ongoing
	Completion Report due no later than 90 days after the end of the project	Re-Allocation process Details via email	
ECBG program monitoring for accreditation and licensing Current accreditation and licensing documentation submitted to ADE	Ongoing	Ongoing	Current accreditation and licensing documentation submitted to ADE with end of the year reports
ECQUIP Early Childhood Quality Improvement Practices Plan program improvement strategies	Implementation of strategies	Ongoing	Complete ECQUIP self-assessment by May 31

Appendix E

Sample Letter/Notification to providers

LEA Letterhead

LEA
Address

Date

Administrator's name
School Name
Address
Address

Dear (Administrator's Name):

The (LEA) receives Early Childhood Block Grant (ECBG) A.R.S. Article 11, 15-1251 funds from the state of Arizona. The purpose of ECBG is to promote improved student achievement by providing flexible supplemental funding for early childhood programs. (LEA) has elected to use a portion of the funds to provide quality preschool programs for income eligible children.

As a result (LEA) is required to inform all preschool providers within the district of the following:

- (LEA) will be contracting with eligible federal and private preschool providers within the district, to provide a quality preschool program for income eligible children for School Year_____.
- Eligible federal and private providers are licensed by the Arizona Department of Health Services (DHS).
- Eligible federal and private providers are accredited by a State Board of Education approved organization *or* agree to and able to attain accreditation within 18 months for those providers who have never received ECBG funds.
- Contracting with providers allows a parent or guardian a choice of preschool programs for their child. Expressing interest in contracting with (LEA) does not guarantee selection by a parent or guardian. It guarantees your program/site will be listed on the notification to parents and guardians of your program's/site's availability as one of the choices.

- If you choose to enter into a contract with (LEA), it is a requirement to meet all ECBG Policy Manual guidelines.
- Amount paid to providers is determined between (LEA) and provider.
- Contracts will be reviewed and renewed yearly.

Please complete the following by checking “Yes” or “No” and filling in the requested information.

YES ____ I am interested in contracting with (LEA) and would like more detailed information. Please contact me: Name _____
 Site _____ Date _____
 Signature _____ Phone # _____
 E-mail Address _____

NO ____ I am **not** interested in contracting with (LEA) for the _____ school year.
 Name _____
 Site _____ Date _____
 Signature _____

(LEA) is required to keep on file all notifications sent and the status of “*Interested*” or “*Not Interested*” in participating information returned by providers. Please return this letter and reply no later than (date) to (name of contact person and address).
 Thank you in advance for your cooperation in this matter.

LEA contact/title

Signature
 Phone number

Appendix F

Sample Letter/Notification to Parent/Guardian

LEA Letterhead

LEA
Address

Date

Dear Parent or Guardian,

(LEA) receives Early Childhood Block Grant (ECBG) funds from the state of Arizona. (LEA) is using the funds to operate a quality preschool program for income eligible children. Eligibility depends on household income compared to Income Guidelines for the National Child Nutrition Programs (Free and Reduced Lunch Form).

- In addition to (LEA) preschool programs, other private and federal preschool providers, within the district, are eligible to provide a quality preschool classroom that may meet the needs of your child/family.
- (LEA) is required to provide a list of public, private and federal preschool providers within the district available to provide a quality preschool program for School Year ____.
- As a parent or guardian, you may choose a preschool program for your child from the following list of private and/or federal preschool programs, if your child is eligible and openings are available:

(LIST public, private and federal preschool programs eligible to contract with LEA). Include location, phone number and accreditation status).

- ❖ Buttons and Bows Elementary School (public provider, accredited)
480.123.4567 1220 Rainbow Drive, Utopia, AZ 85123
- ❖ Yellow Bird's Head Start (federal provider, to be accredited)
480.123.8910 831 Sun Valley Circle, Utopia, AZ 85123
- ❖ Karen's Learning Nook (private provider, accredited)
480.123.1112 123 Annie Way, Utopia, AZ 85123

Please contact (LEA) for details regarding enrolling your preschool child in an ECBG preschool program. (List all LEA contact information.)

APPENDIX G

LETTER AGREEMENT FY200_ EARLY CHILDHOOD BLOCK GRANT

This Letter Agreement (Agreement) is entered into this 1st day of July, 200_, by and between (Provider) and (LEA) for the purpose of providing preschool and early childhood education services under the Early Childhood Block Grant.

SCOPE: Services shall be provided as agreed by (Provider) and the Parent. Services shall be provided in a professional manner that promotes a quality education for all participating preschoolers. It is recommended that (Provider) use The Guidelines for Comprehensive Early Childhood Programs and the Arizona Early Learning Standards as a guide to quality programming.

PARTICIPATION: Participation under the Early Childhood Block Grant is limited to accredited, licensed, non-sectarian, Arizona public schools, private preschools and federally-funded preschool programs, and special education preschools licensed by the Arizona Department of Health Services Child Care Licensing Division and accredited by a State Board of Education approved organization, except that newly contracting centers may operate on a provisional basis if they provide written evidence demonstrating they are in the process of becoming accredited. These sites shall obtain accreditation no later than 18 months from the contracting date. By entering this Agreement, (Provider) certifies that it is now, and will remain throughout the Agreement period, eligible for participation as defined above. (Provider) agrees to comply with the guidelines in the Early Childhood Block Grant Policy Manual during the term of the contract as directed by the Arizona Legislative Council and/or the Arizona Department of Education.

ELIGIBILITY: Preschoolers eligible for participation under this Agreement shall be those children who qualify under the Early Childhood Block Grant requirements and are referred to (Provider) by (LEA), upon the Parent's request. (LEA) shall not compensate (Provider) for any child accepted under the Early Childhood Block Grant for Early Childhood Education program without prior approval from (LEA).

COMPENSATION: (Provider) shall be compensated at a daily rate of \$_____ for a ____hour program per qualified preschooler. Compensation will be based on the child's daily attendance. (Provider) shall invoice (LEA) monthly prior to receiving any payment.

INSURANCE: (Provider) shall procure and maintain throughout the life of the Agreement, insurance coverage as specified below.

(Insert LEA insurance requirements)

PROVIDER PERSONNEL: It shall be (Provider)'s responsibility to adequately screen all personnel providing services under the Agreement to determine the appropriateness of their working with preschoolers.

CERTIFICATION: (Provider) agrees not to discriminate against any employee or applicant for employment on the basis of race, color, national origin, sex, sexual orientation, age, religion or disability. (Provider) further agrees that all preschoolers eligible to receive services will have equal access to the services regardless of race, color, national origin, sex, sexual orientation, age, religion or disability.

INDEPENDENT CONTRACTOR: It is understood and agreed that each of the parties to the Agreement is an independent contractor and that, except to the extent (Provider) acts as agent or representative of (LEA) with respect to the Agreement, neither party is, nor shall be considered to be, an agent, employee, distributor or representative of the other. In establishing this independent contractor relationship, no liability or benefits, such as workers' compensation, unemployment compensation, pension rights or liabilities, insurance rights or liabilities, or other provisions or liabilities, arising out of or related to performance under the contract, failure to perform under the Agreement, or completion or termination of the Agreement, shall arise or accrue to either party, either party's agent or employee with respect to (LEA), unless expressly stated in the Agreement. Any conditions placed upon (Provider)'s performance of the services shall be solely for the convenience of performance of the services, and shall not alter the independent contractor relationship between the parties.

WARRANTIES: (Provider) shall comply with all Federal, State and/or Local statutes, laws, rules and/or regulations which are applicable to provision of the specified services. (Provider) represents and warrants that it, its employees and agents are duly licensed by the Arizona Department of Health Services and certified by all applicable Federal, State and/or Local agencies to perform the specified services and accredited by or in the process of accreditation by a State approved accreditation organization. A copy of the license and accreditation certificate will be on file with (LEA).

HOLD HARMLESS PROVISIONS: (Provider) agrees to indemnify, defend and save harmless (LEA), its Governing Board, administrators, appointed boards, and commissions, officials, officers, employees and insurance carriers, individually and collectively from all losses, claims, suits, demands, expenses, subrogations, attorney's fee, or actions of any kind and nature resulting from personal injury to any person (including bodily injury and death) or damages to any property, arising or alleged to have arisen out of (Provider)'s negligent acts, errors, omissions or performance of the work to be performed under the terms of the Agreement.

DURATION OF CONTRACT: This Agreement shall be effective when the (LEA) Purchasing Department issues a properly executed purchase order, and shall expire June 30, 200__.

TERMINATION: This Agreement may be canceled by either party to the Agreement upon thirty (30) days written notice. Notwithstanding the above, payment for a preschooler shall cease immediately upon the preschooler's withdrawal from the program.

AGREED UPON BY:

(Provider)

(LEA) – Purchasing Department

(LEA)– Early Childhood Block Grant Coordinator

Appendix H

REFERENCES AND RESOURCES

Arizona Resources

Arizona Child Care Resource and Referral

<http://arizonachildcare.org>

Arizona Child Care Association

www.azcca.org

Arizona's Children Association

[http://www.arizonaschildren.org/links topic.asp](http://www.arizonaschildren.org/links_topic.asp)

Arizona Early Intervention Program
(DES/AzEIP)

<http://www.de.state.az.us/azeip>

ALLAzEIP@mail.de.state.az.us

Arizona Promising Practices

<http://www.azpromisingpractices.com/archive.html>

Arizona School-Age Coalition

<http://www.azsac.org/>

Association for Supportive Child Care

(Apache, Coconino, Gila, Maricopa, Mohave, Navajo, Pinal or Yavapai counties)

480.449.1680 (Maricopa County) 1.800.905.4389 (outside Maricopa county)

Tempe, AZ

<http://www.asccaz.org/>

Child and Family Resources, Inc

(Cochise, Graham, Greenlee, La Paz, Pima, Santa Cruz or Yuma counties)

520.323.4283 (Pima county) 1.800.905.4389 (outside Pima county)

Tucson, AZ

<http://www.Childfamilyresources.org>

Children's Action Alliance

www.azchildren.org

Child Find

<http://www.ade.az.gov/ess/ChildFind/CfHome/asp>

School Readiness Board (School Readiness Resources)
http://www.azgovernor.gov/cyf/school_readiness/Resources.html

Special Needs

Screening To Assessment Resource
www.ade.az.gov/earlychildhood/downloads/ScreeningtoAssessmentmanual.pdf

Mountain Plains Regional Resource Center
<http://www.usu.edu/mprrc/infoserv/cop-PartB-LRE.cfm>

National Early Childhood Technical Assistance Center
<http://www.nectac.org/inclusion/keyresources/keyresources.asp>

Office of Special Education Programs (OSEP)
<http://www.ed.gov/about/offices/list/osers/osep/index.htm1?src=mr>

Center for Children With Disabilities
<http://www.nichcy.org>

Child Care

After School Alliance
<http://www.afterschoolalliance.org>

Child Care Exchange
<http://www.childcareexchange.com>

National Child Care Information Center
<http://nccic.org>

National Network for Child Care
<http://www.nncc.org>

English Language Learners

Everything ESL
<http://www.everythingsl.net/>

Excelencia en Educacion fast facts on Latinos in Early Childhood Education
http://www.edexcelencia.org/pdf/Latinos_early_childhood-2004.pdf

National Taskforce in Early Childhood Education for Hispanics

<http://www.ecehispanic.org>

National Clearing House on English Language Learners

<http://www.ecehispanic.org>

Web Sites with Comprehensive Education Links

Administration for Children and Families

Head Start Bureau

<http://www2.acf.dhhs.gov/programs/hsb/>

Discovery School

<http://school.discovery.com/schrockguide/index.html>

Earlychildhood.com

<http://www.earlychildhood.com/Links/index.cfm>

Early Childhood Education Web Guide

<http://www.ecewebguide.com/>

Federal Resources for Educational Excellence

<http://www.ed.gov/free/index.html>

National Center for Family Literacy

<http://www.famlit.org/>

National Governors Association

<http://www.nga.org/center/>

PBS Teacher Source

<http://www.pbs.org/teachersource/prek2.htm>

Pre-K Fun

<http://www.prekfun.com/>

Multicultural Education

Center for Research on Education, Diversity and Excellence

<http://www.crede.org>

Multicultural Education Resource Directory
Oregon Department of Education
(**COMPREHENSIVE** directory organized by resource topics with individual listings under each topic.)
<http://www.ode.state.or.us/teachlearn/specialty/multicultural/multieddirectory03.doc>

Center for the Improvement of Early Reading Achievement
<http://www.ciera.org/links/index.html>

Research

Council of Chief State School Officers
<http://www.ccsso.org>

Education Commission of the States
http://www.ecs.org/html/links/ECSWeb_links.asp

Education Resources Information Center
<http://www.eric.ed.gov>

National Institute of Early Education Research (NIEER)
<http://nieer.org>

National Center for Early Development and Learning
<http://www.fpg.unc.edu/~ncedl/pages/sites.cfm>